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Randolph-Macon Woman's College

1905-1906



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FRONT VIEW

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Thirteenth Session

1905-1906

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Updegraff, Elsie Worthington	G. T. Updegraff	Arkansas
Urner, Ann	C. H. Urner,	Virginia
Urner, Mary	C. H. Urner,	Virginia
Van Horne, Helen	J. D. Van Horne	Virginia
Vaughan, Lucy	J. N. Vaughan	Kentucky
Vaughan, Vera Voorheis	Dr. G. T. Vaughan, Dist. of Columbia	
Vincent, Irma Mildred	W. H. Vincent	Virginia
Walker, Florence	I. S. Walker	Virginia
Wall, Ethel Riner	James W. Wall	Virginia
Warlick, Frances	Rev. J. T. Warlick	Louisiana
Watkins, Clarice	B. O. Watkins	Alabama
Weller, Ida Louise	Miss I. L. Garrabrandt	New York
Wescott, Rachel	N. B. Wescott	Virginia
White, Elizabeth Tunstall	W. I. White	Virginia
White, Grace Morris	J. M. White	Virginia
White, Mary Lena	Rev. H. O. White	Louisiana
Whitecotton, Elizabeth Morris	Hon. J. H. Whitecotton	Missouri
Whitesel, Vada	H. N. Whitesel	Virginia
Wightman, Margaret Gertrude	J. P. Wightman	Virginia
Willey, Lena Tillou	G. W. Willey	Arkansas
Williams, Cecile	Mrs. W. V. H. Williams	Virginia
Williams, Josephine	Jehu R. Williams	Virginia
Williams, Nettie Mae	Geo. A. Williams	New York
Williams, Pauline Kerns	Mrs. W. V. H. Williams	Virginia
Williams, Susan Otey	Mrs. Margaret Williams	Virginia
Wills, Elsie Beatie	A. G. Willis	Texas
Wilson, Harriett Elizabeth	Col. Chas. W. Wilson	Illinois
Wilson, Nancy	J. R. Wilson	Kentucky
Witherspoon, Letitia	S. A. Witherspoon	Mississippi
Wooten, Jessie	L. Wooten	Florida
Wright, Ellen Kathrine	S. A. Wright	Virginia
Wright, Sallie Arinthia	T. B. Wright	Virginia
Young, Mary Elizabeth	Chas. B. Young	Virginia

HONORS AND DEGREES.

JUNE, 1905.

BACHELOR OF ARTS.

Allison, Mary Lee.	Jones, Nannie Elizabeth.
Anthony, Charliebelle.	Larew, Julia Alexander.
Ball, Mary Washington.	McCoy, Jeanette Pauline.
Bostick, Jessie.	Monk, Pearl Gertrude.
Cofer, Margaret Eunice.	Randolph, Valcour Etoile.
Dooley, Lucile.	Rue, Bettie Ann.
Drake, Claribel.	Scott, Loxley.
Drake, Ellen Davis.	Shackford, Isabel Temple.
Gatling, Olive.	Tilghman, Mary Lynwood.
Hefley, Estella Gardner.	Wilkins, Minna Cheves.
Humphreys, Jeannette Rose.	Wise, Myrtle Bowen.

PROFICIENTS.

ENGLISH: Claribel Drake, Nell Davis Drake, Jeannette R. Humphreys, Loxley Scott.

LATIN: Charlie Anthony, Daisie Butt, Claribel Drake, Iona Edwards, Blanche Egerton, Bonnie Jernigan, Louise Lanham, Julia Alexander Larew, Eva Moore, Bessie Odil, Loxley Scott, Carrie Williams.

GREEK: Lucy Street.

GERMAN: Laura Glancy, Lucile Miles, Martha Rogers, Myrtle Wise.

FRENCH: Bessie Butler, Ella Butler, Iona Edwards, Myrtle Wise.

PHILOSOPHY: Lucile Dooley, Pearl Monk, Isabel Shackford, Minna Wilkins.

HISTORY: Nannie E. Jones.

MATHEMATICS: Iva Scott Ayres, Margaret Cofer, Estella G. Hefley, Bettie Rue, Letitia Witherspoon.

CHEMISTRY: Mary Lee Allison, Julia Alexander Larew, Elizabeth Ann Rue, Mary L. Tilghman.

MUSIC (Piano): Jessie Bostick, Maude Henderson, Emma Lee, Mary Wright.

ART: Annie Laura James.

PHYSICAL CULTURE: Laura Glancy, Bettie Ann Rue, Isabel Shackford.

STUDENT OFFICERS.

Large opportunity is afforded in the administration of the college for student activity, and various important organizations have been established. The most important positions in these organizations were held during the session by the following:

CHAIRMAN OF THE STUDENT COMMITTEE.

Miss W. Emma Lear.

SECRETARY AND TREASURER.

Miss Daisie Butt.

HEAD MONITORS.

Miss Gladys D. Faunt Le Roy.	Miss Annie Stoneham.
Miss Agnes Stokes.	Miss Gretta McGavock.
Miss Reba Stewart.	Miss Bonnie Jernigan.
Miss Winnie Butt.	Miss Laura Glancy.
Miss Rachel Wescott.	Miss Margaret Ellis.
Miss Sallie Mayes.	Miss Rebecca Nevitt.

Miss Lucy Street.

PRESIDENT OF YOUNG WOMAN'S CHRISTIAN ASSOCIATION.

Reba Stewart.

PRESIDENTS FRANKLIN LITERARY SOCIETY.
Reba Stewart, Carrie Fleet.**PRESIDENTS JEFFERSON LITERARY SOCIETY.**
Gwendolen Howe, Winnie Butt.**EDITOR "TATTER" (MONTHLY).**
W. Emma Lear.**BUSINESS MANAGER "TATTER."**
Winnie E. Butt.**EDITOR "HELIANTHUS" (ANNUAL).**
Agnes Stokes.**BUSINESS MANAGER "HELIANTHUS" (ANNUAL).**
Daisie Butt.**PRESIDENTS OF COLLEGE CLASSES.**

SENIOR CLASS, Winnie E. Butt.

JUNIOR CLASS, Margaret Ellis.

SOPHOMORE CLASS, Carrie Atkinson.

FRESHMAN CLASS, Marion Hickson.

SPECIALS, Lucy Street.

ANNOUNCEMENTS.

GENERAL INFORMATION.

Purpose. The Randolph-Macon Board of Trustees was incorporated in 1830, and is empowered by its charter to establish and conduct educational institutions in any part of Virginia. Under this authority it has established Randolph-Macon College for men at Ashland, Va., Randolph-Macon Academies for boys at Bedford City and Front Royal, and Randolph-Macon Institute for girls at Danville, Va.

In 1891 the Board decided to found and endow a college for women that should offer advantages and require for graduation attainments equal to those of the best colleges for men in Virginia. With eight endowed colleges for men, Virginia possessed no college offering similar advantages to women. Hence the resolution of the founders which is framed for the guidance of the executive officers of the college:

"We wish to establish in Virginia a College where our young women may obtain an education equal to that given in our best colleges for young men, and under environments in harmony with the highest ideals of womanhood; where the dignity and strength of fully-developed faculties and the charm of the highest literary culture may be acquired by our daughters without loss to woman's crowning glory, her gentleness and grace."

The Board added that it hoped this effort would secure the approbation of progressive educators and enlist their support, and that the opportunity to measure themselves by the highest standard set for men would be an incentive to our young women and inspire them to higher attainments in scholarship.

The hopes thus expressed have been realized beyond their most sanguine expectations. For years past the attendance has been limited only by the capacity of the college dormitories. Four separate times these have been enlarged. This year a Science Hall and a dormitory for a hundred additional students are being added, and



REAR VIEW FROM A DISTANCE



A GLEN IN THE CAMPUS
RANDOLPH-MACON WOMAN'S COLLEGE

twenty thousand dollars have been added to the endowment. The undertaking is fully past the experimental stage, and the college is already one of the eight largest "Division A" colleges for women in the United States.

Location. The site of the College buildings is a commanding elevation on Rivermont Avenue. It is but a fifteen-minute ride by the electric car line, which passes the College gate every twelve minutes, to the business centre of the city of Lynchburg, yet in its fifty acres of campus extending from Rivermont Avenue to the James River and diversified with dale and copse and flowing river, it has the quiet of seclusion and the charm of rural beauty. The scenery is beautiful and inspiring. The noble Peaks of Otter thirty miles distant rise to view in the west, lesser spurs of the Blue Ridge lie around in close proximity, and the historic James River flows majestically by on its way to the sea. The natural drainage is perfect, the sanitary arrangements are modern, and all the conditions of health which characterize this famous Piedmont region of Virginia are found united here. Increased vigor and healthy physical development usually accompany the intellectual advancement of our students.

Climate. The U. S. Weather Bureau has an office in Lynchburg, where official records have been kept for thirty-three years. They show for the school months:

Mean temperature in September	69°
Mean temperature in October	58°
Mean temperature in November	47°
Mean temperature in December	40°
Mean temperature in January	37°
Mean temperature in February	39°
Mean temperature in March	46°
Mean temperature in April	56°
Mean temperature in May	66°
Mean temperature in June	74°

The lowest temperature recorded was six degrees below zero for a single day in the thirty-three years. Owing to protecting mountain ranges the city has been almost entirely free from dangerous storms.

Buildings. The buildings now front 713 feet, with large extensions in the rear. [See front view, facing title page.]

They have been designed after careful consideration of the needs, present and prospective, of a well-equipped college, after special examination of the buildings and equipments of the

leading Northern colleges for women. In them are provided lecture-rooms for the languages, ancient and modern, History, the Natural Sciences, Mathematics, Philosophy, Music and Art; separate laboratories for Chemistry, Biology, Physics and Psychology; library, reading-room; gymnasium and appliances for Physical Culture; chapel, dining hall and dormitories, all heated, lighted and ventilated after approved modern plans. Signals for classes, etc., are given by bells, distributed through the building and rung automatically by an electric program clock.

The Jones Memorial Library. By the liberality of Mr. and Mrs. George M. Jones, of Lynchburg, and as a memorial to their deceased daughters, Georgia Lee and Lillie Fannie Jones, a beautiful library hall, with shelf-room for 20,000 volumes, was erected in 1896, and a good working library of about 5,000 volumes has been accumulated.

Winfrey Observatory. By the generous gift of the late Maj. C. V. Winfrey an excellent six-inch equatorial telescope has been provided for astronomical observations. It is mounted in a separate building suitable for the purpose.

Gymnasium. An excellent gymnasium is provided and equipped with scientific appliances for the natural development of the physical organs and for the rectification of incipient disorders that are capable of being reached by exercise, such as weak lungs, curvature of the spine, etc. Abundant facilities are provided for bathing.

The Grand Corridor. Interior corridors, long, wide and high-pitched, run through the building. The grand corridor on the first floor is 492 feet long, twelve feet wide, and fifteen feet high, and forms a striking feature of the building, especially when thronged with students as classes are called or dismissed, or with promenaders after tea and before study hours.

Endowment. In order to put the institution upon an equal footing with the colleges for men, with which it is to compare, it was determined that it should be endowed, and \$122,000 has been secured and invested as a nucleus for that purpose. This endowment has enabled us to secure professors of high ability and scholarship. There are also loan funds,

scholarships, and other aids to assist capable students of limited means to secure the advantages of the College.

Dr. Samuel Rolfe Millar has established a perpetual scholarship in honor of his mother, a relative of John Randolph. Applicants from Warren County, Virginia, are to be first considered for this assistance.

The Norfolk College Alumnae and its Saunders Memorial Chapter have given \$1,500 as a memorial fund in honor of the late Rev. R.-M. Saunders, the interest of which sum is given annually to some student selected by the donors.

Government. The government of the College will correspond to the character of the students expected. Demerits and penalties are not necessary here to secure observance of College regulations. The requirements are only such as are necessary to the comfort and success of students, and appeal is made to their sense of propriety and right. Vexations and needless restrictions are dispensed with. Ladylike and studentlike conduct is expected of all, and confidence reposed in students is one of the educative forces of the College. Should any student persistently fail to respond to this expectation, she must be withdrawn as unprepared for College responsibilities. The preservation of order in the buildings and matters of College etiquette are largely left to the "Student Committee," and self-government has been gradually extended in other matters as results have justified such action.

Young ladies boarding in the College will be treated as daughters of equal maturity in a well-regulated Christian family. It will, however, be borne in mind that they are gathered here for nine months for a serious purpose, and the regulations of the College will be such as to protect them from interruption or distraction.

Medical Care. Believing that careful, skilled supervision of sanitary arrangements and daily medical attention will greatly conduce to the health of students, the Board has engaged a physician of repute and experience to take charge of these matters. He is present each morning to be consulted by any student who may be indisposed, to attend to all cases of sickness in the College and to supervise the sanitary arrangements of the institution. This valuable service is without additional cost to the student.

Religious Advantages. The daily exercises of the College are opened with religious services. In addition to the regular College Course in the English Bible, on Sabbath mornings several Bible classes are taught in the College by professors and mature students. Bible classes are offered in the Sunday schools of the leading denominations in the city. Students attend the church of their choice in the city at eleven o'clock, and vesper services in the College in the evening, conducted by ministers of the Methodist, Presbyterian, Episcopal and Baptist churches. The Y. W. C. A. conducts a weekly prayer-meeting on Wednesday evenings. We seek to make the atmosphere of the College morally pure and spiritually uplifting. Reverent worship without cant, earnest religion without fanaticism, is our aim.

Literary Societies. Two Literary Societies are conducted with enthusiasm and success. They furnish important culture to their members and constitute an interesting feature of the college life.

Recreations. Besides the regular drills of the Gymnasium, facilities are provided for tennis, basket-ball and boating. Those for whom these exertions are too vigorous find congenial exercise walking in the extensive campus or among the many scenes of romantic beauty adjacent. There are about two miles of prepared walks in the campus.

The hours from eight to ten on Saturday evening are devoted to social enjoyment. "Social Evening," when friends of the students, who have been properly introduced are received in the College parlors, alternates with "Home Evening," when some pleasant entertainment is provided. These occasions are not only very enjoyable, but serve an important educational purpose in relaxing the strain of continuous work. The College home-life is, we believe, happy and helpful.

Matriculation and Classification. Each student should report at the office as soon after her arrival as possible, to be matriculated and enrolled. She then meets the Professors teaching the courses chosen, who, after conference, assign her to appropriate classes.

Organization. For the sake of convenience the courses are arranged below in the order usually pursued, but the curriculum is not based upon a strict four-year class organization. As the work of each course is satisfactorily completed, the student receives a certificate therefor, and is credited with the work done towards her degree. When all the courses of instruction in any subject are completed, a Certificate of Proficiency in that subject is issued, and when any of the elective groups required for the A. B. or the A. M. degree is satisfactorily completed, she receives the degree, whether she has attended two years or four. Thus capacity, energy and previous attainments are given free scope, and those who can may carry off the prizes of scholarship without loss of time by the clog of classmates less capable or industrious. Those students also, who cannot remain to take a degree, obtain year by year recognition of the work done, in the Certificates of Distinction in the lower courses and the Certificate of Proficiency in the final course in each subject.

Satisfactory knowledge of each course is required as the condition of advancement to the next higher in that subject.

Degrees. The degrees conferred are Bachelor of Arts (A. B.), and Master of Arts (A. M.)

The courses for the A. B. degree are as follows, grades of 75 per cent. being required in each course.

COLLEGE COURSES LEADING TO A. B.

FIRST YEAR.	Hours per week	SECOND YEAR.	Hours per week.
English.....	3	English.....	3
Latin.....	3	Psychology and Logic.....	3
Mathematics.....	4	Greek, or.....	
Chemistry.....	3	Modern Language.....	3
English Bible.....	2	Physics.....	3
	15	History.....	3
			15
THIRD YEAR.	Hours per week	FOURTH YEAR.	Hours per week.
Ethics and Psychology, or.....	{ 3	Electives { Prescribed in groups Free choice.....	9
Greek, or.....			6
Modern Language.....			
Electives { Prescribed in groups Free choice.....	9 3		
	15		15

ELECTIVE GROUPS.

Any one of the following groups may be chosen to fill out the work noted above as elective, twelve hours in the third year's work and fifteen in the fourth:

1. (English leading.)

THIRD YEAR.	Hours.	FOURTH YEAR.	Hours.
English	3	English	6
Prescribed by head of department..	6	Prescribed by head of department	3
Free choice of student	3	Free choice of student	6

2. (Latin leading.)

Latin	3	Latin	6
Prescribed by head of department	6	Prescribed by head of department	3
Free choice of student	3	Free choice of student	6

3. (Modern Language leading.)

French or German	3	French or German	6
Prescribed by head of department	6	Prescribed by head of department	3
Free choice of student	3	Free choice of student	6

4. (Philosophy leading.)

Philosophy	3	Philosophy	6
Prescribed by head of department	6	Prescribed by head of department	3
Free choice of student	3	Free choice of student	6

5. (History leading.)

History	3	History	6
Prescribed by head of department	6	Prescribed by head of department	3
Free choice of student	3	Free choice of student	6

6. (Mathematics leading.)

Mathematics	3	Mathematics	6
Prescribed by head of department	6	Prescribed by head of department	3
Free choice of student	3	Free choice of student	6

7. (Chemistry leading.)

Chemistry	3	Chemistry	6
Prescribed by head of department	6	Prescribed by head of department	3
Free choice of student	3	Free choice of student	6

8. (Biology leading.)

Biology	3	Biology	6
Prescribed by head of department	6	Prescribed by head of department	3
Free choice of student	3	Free choice of student	6

Special substitutions of equivalents may be allowed by vote of the faculty for good reasons.

COURSES LEADING TO A. M.

For this are required :

1. The A. B. Degree.

2. Fifteen hours a week for one year in residence, the work to be selected by the student from advanced courses and subject to the approval of the faculty. In place of three hours of this work a thesis on work in the student's principal subject may be substituted if desired by the student and approved by the professor.

Other Honors. I. CERTIFICATES OF DISTINCTION.—A student making a grade of eighty-five per cent. in a course below the highest in any subject will, upon application, receive a Certificate of Distinction in that course.

II. CERTIFICATES OF PROFICIENCY.—A student completing satisfactorily the highest course in any subject will, upon application, receive a Certificate of Proficiency in that subject.

Examinations. There are two examinations, conducted in writing, one at the close of the half-session in January the other at the close of the session in June. A student who fails to pass an approved examination loses her right to advance to a higher class. Students are required to attend the examinations of their classes; and whenever, for any cause, a special examination is asked for, and granted, the student must pay a special fee of \$5.

Reports. A report of the standing of each student is made to her parent or guardian at the end of every six weeks during the session, and such special remarks will be appended as each case may demand.

REQUIREMENTS FOR ADMISSION.

Students are admitted to residence: (I) As full members of the Freshman Class. (II) As conditioned members of the Freshman Class. (III) As members of advanced classes. (IV) As special students.

I. For unconditioned admission to the Freshman Class the applicant must be at least sixteen years of age at next birthday and must show preparation by examination or certificate amounting to twenty-six points, as follows: A "point" is considered as usually representing one-half year's work in a high school.

1. **ENGLISH, COUNTING SIX POINTS.**—The College entrance requirements of the New England, Middle States and Southern States Associations of Colleges and Preparatory Schools. These are:

Part I. English Grammar and Grammatical Analysis, counting one point; Elementary Rhetoric, including Punctuation, Paragraphing and Composition, counting four points.

Part II. The reading course—(counting one point):

(a) *For special study and practice, 1906-07.*—Burke's Speech on Conciliation with America; Macaulay's Essay on Addison, and Life of Johnson; Milton's L'Allegro, Il Penseroso, Comus, and Lycidas; Shakespeare's Julius Cæsar.

(b) *For careful reading, 1906-07.*—Addison and Steele's Sir Roger de Coverley Papers; Coleridge's Ancient Mariner; George Eliot's Silas Marner; Irving's Life of Goldsmith; Lowell's Vision

of Sir Launfal; Scott's Ivanhoe; Lady of the Lake; Shakespeare's Macbeth, and Merchant of Venice; Tennyson's Gareth and Lynette, Lancelot and Elaine, and the Passing of Arthur.

No applicant will be admitted to the Freshman Class whose work is notably defective in spelling, punctuation, idiom, or division into paragraphs. At least two years' time should be devoted to Rhetoric with special attention to style and a large amount of practice in rhetorical analysis and composition.

2. HISTORY, COUNTING Two POINTS.—The requirement in History is one year of high school work with five recitation periods a week (or the equivalent in time and grade) in one of the following courses:

- (a) United States History and Civil Government.
- (b) English History.
- (c) English and American History.
- (d) Mediæval and Modern History.
- (e) Greek and Roman History.

The preparation required may be indicated by citing such text books as Montgomery's History of the United States, Fiske's Civil Government, Andrews' History of England, Adams' Mediæval and Modern History, West's Ancient History, Myers' General History.

3. MATHEMATICS, COUNTING SIX POINTS—(a) ALGEBRA.—The requirements in algebra embrace the following subjects: Factors, common divisors and multiples, fractions, powers and roots, the theory of exponents, radicals and equations involving radicals, ratio and proportion, arithmetical and geometrical progressions, solution of equations of the first and second degrees with one or more unknown quantities and of problems depending upon such equations.

(b) Plane geometry, as much as is contained in the first five books of Phillips and Fisher's Elements of Geometry or Wells's Plane Geometry or Wentworth's Plane Geometry (Revised Edition). The student should solve many original exercises and numerical problems.

While there is no formal examination in arithmetic, an adequate knowledge of the subject is required throughout the mathematical examination.

4. LATIN, COUNTING SIX POINTS.—School Grammar, such as Gildersleeve's, Allen and Greenough's or Bennett's. Accurate

knowledge of the forms is insisted upon. Exercises in prose composition should be written throughout the entire course of preparation. Reading: Four books of Cæsar, six Orations of Cicero, and six books of Virgil's *Æneid*. Equivalent amounts of Sallust or Ovid may be substituted for parts of these. Sight-translation of easy prose.

It is expected that four school years will be occupied in meeting these requirements.

5. GREEK (if offered), COUNTING FOUR POINTS.—The requirements of the Association of Colleges and Schools of the Southern States, viz.: Elementary grammar with special attention to forms and practice in prose composition. Reading: Four books of Xenophon's *Anabasis*; three books of Homer's *Iliad*. Translation of easy prose at sight. The amount of preparation required in this language should occupy not less than two years of five recitations a week.

MODERN LANGUAGES (alternative with Greek), COUNTING FOUR POINTS.—If Greek is not offered for admission, equivalent work in French or German must be offered instead. This should comprise a good knowledge of the elementary grammar and such experience and facility in translation as is attained by reading 600 pages of French or 300 of German in the usual texts. Two years of high school work should give the necessary preparation.

6. SCIENCE, COUNTING Two POINTS.—One year's high-school course (five times per week) in Physics, Physiography, Botany, Zoology or Chemistry.

PHYSICS.—The following text-books are recommended: *Carhart and Chute's Physics*; *Cooley's Student's Manual of Physics*; *Gage's Elements of Physics*; *Wentworth and Hill's Text-Book of Physics*.

The lessons should be accompanied by demonstrations illustrating the principal phenomena and, besides, the student should devote at least seventy-two hours to individual laboratory work. The laboratory note-book must be presented with the certificate at the time of matriculation.

PHYSIOGRAPHY.—Text-books recommended: *Davis's Physical Geography*; *Tarr's First Book in Physical Geography*.

Physiography will not be accepted for entrance unless a note-

book embodying the results of considerable practical work is presented, as in Physics.

BOTANY AND ZOOLOGY.—Text-books: *Bergen's Elements of Botany*; *Coulter's Plant Relations*; *Davenport's Introduction to Zoology*; *Kellogg's Elementary Zoology*.

Laboratory work and note-book as in Physics.

CHEMISTRY.—Recitation and laboratory work equivalent to five periods weekly throughout one year of high school course. The candidate must present a note-book bearing the statement, signed by her instructor, that it is a true and satisfactory record of laboratory practice done by the student presenting it, and that it has been written by her.

The following texts are recommended: *Newell's Descriptive Chemistry*; *Hessler and Smith's High School Chemistry*; *Sheppard's Elements of Inorganic Chemistry*; *Remsen's Introduction to Chemistry*; *Williams' Elements of Chemistry*.

II. CONDITIONED FRESHMEN.—Applicants offering not less than twenty of the above twenty-six points may be admitted as conditioned Freshmen. The deficiency should be made up within the first two years of residence.

III. Students who are prepared to enter a class higher than Freshman can do so upon showing such preparation to the committee on advanced standing.

IV. SPECIAL STUDENTS.—Students not proposing to pursue the regular course may be matriculated as special students on the following conditions:

First. They must be at least seventeen years of age at next birthday.

Second. They must be prepared on the entrance requirements to the extent of thirteen points, English being required to the extent of five points and Mathematics to the extent of four points.

Third. They must devote at least nine hours a week to studies selected from the departments of History, Languages, Science, Mathematics or Philosophy.

Teachers and other mature persons, desiring special courses, are admitted to classes for which they are prepared, according to the

rules of the Association of Colleges and Preparatory Schools of the Southern States, without standing the regular entrance examinations.

Admission by Certificate. The certificates of High Schools, Seminaries, Institutes, Fitting Schools and Colleges that are accredited by any College of the Association of Colleges and Preparatory Schools of the Southern States, or by the similar associations of the New England and Middle States, will be received in lieu of entrance examinations for what they certify to have been done. These certificates should be on the forms provided by the College. When desired, examination questions will be sent to teachers preparing students for the College who will return the "pledged" papers to us.

How to Apply for Admission. All applications should be accompanied by statement of preparation made upon the blank forms of the College. These will be sent upon request free of charge.

COURSES OF INSTRUCTION

The subjects in which instruction is given in the College are English, Latin, Greek, German, French, Philosophy, Pedagogy, History, Political and Social Science, Mathematics, Physics, Chemistry, Geology and Mineralogy, Biology, Astronomy, English Bible, Music, Art, and Physical Culture.

In these subjects the following courses of study are offered:

I. ENGLISH.

PROFESSOR ARMSTRONG.

ADJUNCT PROFESSOR—

MISS TAYLOR.

MISS POWELL.

[To honor the memory of a noble young lady, and to perpetuate her usefulness, this Chair has been endowed and named by her friends "The Susan Duval Adams Chair of English."]

Course 1. ADVANCED RHETORIC AND COMPOSITION.— Analysis of paragraphs and selections illustrating the various forms of discourse; Paragraph-writing; Planning; Theme-writing. Subjects for longer composition are assigned at stated times. A fair working knowledge of some standard Rhetoric is desirable, in order that the time may be largely devoted to practical work. Three times a week through the year.

For admission to this course, the applicant is examined upon the subjects included in the requirements for admission (see pp. 26-30). Stress is laid upon careful preparation in style—Diction, Figures of Speech and the Sentence—re-enforced by a large amount of analysis and composition; and knowledge of the elementary laws of the Paragraph and of Forms of Discourse is required. In lieu of an examination, a certificate showing that these subjects have been satisfactorily completed will be accepted from an accredited school.

Course 2. LITERATURE AND COMPOSITION.—(a) Romanticism in English Literature: Its characteristics and development. (b) Composition: Longer themes, with careful attention to form and

*To be elected by the Board.

to thought. Literature and composition are carried along together. Three times a week through the year.

For admission to Course 2, Course 1 is absolutely necessary. Those desiring to present an equivalent for Course 1 should be prepared to take an examination, or should present a certificate, covering similar ground, from an institution of the same rank. Courses 1 and 2 are required of all applicants for the A. B. degree.

Course 3. (a) BROWNING.—A critical study of form and thought. Open to those who have completed Course 2. Three times a week through the fall term.

(b) CARLYLE.—A comparative study. Three times a week through the spring term.

Course 4 A. [Offered in 1907-'08.] **LANGUAGE.**—(a) Anglo-Saxon. (b) Middle English.

Course 4 B. THEORY OF ENGLISH GRAMMAR.—Historical Grammar; Phonology; Investigation of forms and idioms. This course is especially helpful to those who expect to teach in preparatory schools. Open to those who have completed the Freshman year. Three times a week through the year.

Courses 3, 4 A and B should be taken by those electing English.

II. LATIN.

PROFESSOR SHARP.

MISS WHITESIDE.

Students applying for admission to any class must be prepared to give evidence of sufficient acquaintance with the work of preceding courses. Exercises in translating from English into Latin are required in all the courses at least once a week; also occasional written translations from Latin into English. The Roman or Phonetic method of pronunciation is followed.

Course 1. This class will read Livy, Cicero de Senectute and the Odes, Satires and Epistles of Horace. A thorough study is made of the lyric metres of Horace. Latin prose composition weekly. Practice in reading at sight. Three times a week throughout the year.

TEXT-BOOKS—Livy (Greenough and Peck, or Wescott); Cicero de Senectute (Bennett); Horace (Page, Palmer and Wilkins, or Smith and Greenough); Allen and Greenough's Grammar (latest edition); Latin Prose Composition.

Course 2. The class will read the Annals of Tacitus, the Satires of Juvenal and a play of Terence. Attention will be given to char-

acteristics of style, and to deviations, of whatever kind, from standard classical usage in the texts read. History of Latin literature, with critical and explanatory comments. Exercises in Latin prose composition, based on selections made each week from standard authors of the classical period. Practice in reading at sight. Three times a week throughout the year. [Offered for 1906-'07.]

TEXT-BOOKS—Annals of Tacitus (Allen or Furneaux); Phormio of Terence (Elmer or Sloman); Juvenal (Wilson or Wright); Mackail's Latin Literature.

Course 3. In this class the Germania and Agricola of Tacitus, a play of Plautus and the Satires of Juvenal will be read. History of Latin Literature, with explanatory comment and criticism. This class will be conducted in all respects on the same plan as that of Course 2. [Offered for 1907-1908].

TEXT-BOOKS—Germania and Agricola of Tacitus (Gudemann); Mostellaria (Fay) or Captives (Elmer) of Plautus, Juvenal (Wilson or Wright); Mackail's Latin Literature.

Course 4. The texts read in this class will be Quintilian, Tibullus and Propertius, and Cicero's Tusculan Disputations. A critical study will be made of ante-classical, post-classical and colloquial forms and usages. The class will study the antiquities and private life of the Romans. Advanced exercises in Latin prose composition will be assigned as in Courses 2 and 3. Practice in reading at sight. Three times weekly throughout the year.

TEXT-BOOKS—Quintilian, Book X. (Peterson); Tibullus and Propertius (Ramsay); Cicero's Tusculan Disputations (Rockwood); Private Life of the Romans; Friedelaender's Town Life in Ancient Italy (Waters).

In addition to Courses 1, 2 or 3, and 4, the History of Rome (second term of Course 1 in History) will be required for a Certificate of Proficiency.

III. GREEK.

PROFESSOR SHARP.

MISS WHITESIDE.

The same methods will be employed as in the courses in Latin. Weekly exercises are required in all the courses.

ELEMENTARY COURSE.—This course is planned for beginners in Greek. Six times a week throughout the year. It comprises a thorough study of forms and inflections, along with the elements of Greek syntax. The texts read will be Xenophon's *Anabasis*,

Homer's Iliad or Odyssey, and the New Testament in Greek. To be counted as four points of the entrance requirements.

TEXT-BOOKS—White's or Gleason and Atherton's First Greek Book; Xenophon's *Anabasis*; Homer's Iliad or Odyssey; New Testament in Greek; Goodwin's Grammar; Greek Prose Composition.

Course 1. The class meets three times weekly throughout the year. The authors read will be Herodotus, Euripides and Plato. Practice in sight reading. This course is required for the A. B. degree when Greek is offered for entrance.

TEXT-BOOKS—Herodotus; *Alcestis* or *Iphigenia in Aulis* of Euripides; Plato's *Apology* and *Crito* or other selected dialogues; History of Greek Literature; Greek Prose Composition.

Course 2. Three times weekly throughout the year. Reading at sight. This class will read Thucydides, Sophocles and selections from Attic orators.

TEXT-BOOKS—Thucydides; *Ajax* or *Oedipus Tyrannus* of Sophocles; Selections from Attic Orators; Advanced Greek Prose Composition.

Course 3. *Aeschylus*, Demosthenes, Aristophanes and Theocritus will be read in this class. Practice in reading at sight. Three times weekly throughout the year.

TEXT-BOOKS—*Persians* or *Seven Against Thebes* of *Aeschylus*; Demosthenes on the Crown; a Comedy of Aristophanes; Selected Idylls of Theocritus; Advanced Greek Prose Composition, continued.

In addition to Courses 1, 2 and 3, the History of Greece (first term of Course 1 in History) will be required for a Certificate of Proficiency.

IV. GERMAN.

PROFESSOR SAUNDERS.

MRS. HARMANSON.

An elementary course, dealing with pronunciation, forms and the fundamental facts of grammar has been provided for students not offering German on entrance. This course is equivalent to the entrance requirements and presupposes about three hundred pages of nineteenth century literature selected from standard modern authors.

Course 1. Grammar, forms, essential principles of syntax, prose composition, reading of easy German, short stories and plays.

TEXTS—Thomas's Practical German Grammar; Fos, Material for German Conversation; Heyse, *L'Arrabbiata*; Zschokke, *Der Zerbrochene Krug*; v. Hillern, *Höher als die Kirche*; Storm, *Immensee*; Schiller, *Wilhelm Tell*, *Die Jungfrau von Orleans*; sight reading.

Course 2. In this course more extended instruction is given in pronunciation and in theoretical and practical phonetics. Suitable illustrative reading material will be given at the choice of the instructor. This course can be taken any year and will count on the degree.

Course 3. Syntax; Composition; Idiomatic translations.

FIRST HALF-YEAR.—Course for the rapid reading of some of the best German authors, preferably modern.

TEXTS—Grillparzer, *Der Traum, ein Leben*; Scheffel, *Ekkhard*; Freytag, *Die Journalisten*; Sudermann, *Frau Sorge*; Fossler's Material for German Conversation.

SECOND HALF-YEAR.—Introductory to a more extended course of classical reading.

TEXTS—Lessing, *Minna von Barnhelm*; Schiller, *Maria Stuart*; Goethe, *Egmont*, *Hermann and Dorothea*; Selected Lyrics.

Course 4. Advanced course in Lessing, Schiller and Goethe.

TEXTS—Lessing, *Nathan der Weise*; Schiller, *Wallenstein*, with collateral reading in historical prose; Goethe (Parts 1 and 2).

Course 5. German literature in the second half of the nineteenth century. Its latest tendencies and representatives.

TEXTS—Sudermann; Hauptmann; Wildenbruch; Halbe; Fulda; Lilienkern; Hartleben; Meyer, *Die Deutsche Litteratur des neunzehnten Jahrhunderts*.

V. FRENCH.

PROFESSOR SAUNDERS.
MRS. WAUGH.

MRS. HARMANSON.
MISS

In the French courses students will be introduced to French thought as expressed by the best French writers; to French life as the most vivid of modern national lives; to French style as a model of lucidity and artistic form.

An elementary course in grammar, reading and composition will furnish a foundation for more advanced work. Frequent translations from French into English as well as from English into French will be required as showing the differences and correspondences in structure and idiom in the two languages and as promoting accuracy and readiness in the use of English.

Course 1. This course is designed as preparation for the advanced courses, but may be taken by those who, not having presented French on entrance, desire only a reading knowledge of the

language. In this course a careful study is made of the forms and grammatical facts of the language and much reading done in modern prose. Training in pronunciation is given on the basis of Grandgent's French Grammar and of the best French usage, and exercises in addition to those found in the text-book are set from the literary material furnished by various reading.

This course is the equivalent of the entrance requirement, and presupposes not less than six hundred duodecimo pages of 19th century literature, selected from the writings of at least five standard authors.

TEXTS—Grandgent's, Fraser and Squair's Grammars; Halévy, *L'Abbé Constant*; Balzac, *Eugénie Grandet*; Erckmann and Chatrian, *Madame Thérèse*; Méri-mée, *Colomba*; Coppée, *Le Luthier de Crémone*; Crane, *Tableaux de la Révolution Française*.

Course 2. The historical study of the literature and language of the 17th century; the intellectual and social life of France during this period.

TEXTS AND READING—Corneille, *Le Cid*, *Horace*, *Polyeucte*; Racine; Athalie; Andromaque, *Iphigénie*; Molière, *Les Précieuses Ridicules*, *Les Femmes Savantes*, *Le Misanthrope*; Fénelon, *De L'Education des Filles*; Bossuet, *Orations funèbres*; Mme. de Sévigné, *Lettres Choisies*; La Bruyère, *Les Caractères*; Saint Simon, *Portraits*; La Rochefoucauld, *Les Maximes*; Lanson, *Histoire de la Littérature française*; Brunetière, *Manuel de l'histoire de la littérature française*.

Course 3. This course contemplates a theoretical and practical study of phonetics. The formation of French speech sounds will be explained and the student taught to take account of her individual vices of pronunciation, and will be furnished with the means of correcting them. Frequent exercises in reading will complement the experimental work in phonetics, and special study will be made of the French phrase, accent, liaison, pauses and intonations.

Texts at the judgment of the instructor.

Course 4. French literature in the eighteenth century; its spirit and achievement.

TEXTS—Voltaire, *Zaïre*, *Merope*; Beaumarchais, *Le Mariage de Figaro*, *Le Barbier de Séville*; Rousseau, *Emile*; Bernardin de St. Pierre, *Paul et Virginie*; Montesquieu, *Esprit des Lois*; André Chénier, *Poesies*; Lanson, *Histoire de la Littérature française*.

Course 5. [Alternating with Course 6. Offered for 1907-'08.]

The Romantic Movement in France and its determining foreign influences.

TEXTS—Victor Hugo, *Hernani*, *Notre Dame de Paris*, *Les Orientals*, *Préface de Cromwell*; Lamartine, *Méditations*; Musset, *Comédies*, *Poesies*; Michelet, *Pages Choisies*; Sand, *Petite Fadette*; Lanson, *Histoire de la Littérature française*; Pellissier, *Le Mouvement littéraire au XIX^e Siècle*.

Course 6. [Alternating with Course 5. Offered for 1906-'07.]

The Evolution of Realism and the reaction of the scientific against the romantic spirit.

TEXTS—Renan, *Souvenirs d'Enfance et de Jeunesse*; Vigny *Les Destinées*; Daudet, *Lettres de mon moulin*, *Trente ans de Paris*; Augier, *Le Fils de Giboyer*; Maupassant, *Contes choisis*; Pellissier, *Mouvement littéraire au XIXe Siècle*.

Course 7. Latest phases of literary activity. Young France. Parnassians, Décadents, Symbolistes, Indépendants.

TEXTS AND READING—Sully Prudhomme; Verlaine; Leconte de Lisle; Barrès; Loti; Rod; Brieux; Rostand; Donnay; Pellissier, *Mouvement littéraire contemporain*.

Course 8. Old French. This course will deal with the oldest literary monuments of the language, not concerning itself except incidentally with those that have only historical or philological value, and the reading will be of selected extracts and complete texts.

TEXTS AND READING—Clédat's *Grammaire de l' Ancien Français*; Bartsch's *Chrestomathie*; Gaston Paris, *La Littérature française au moyen âge*, *La Poésie française au moyen âge*; *Chanson de Roland* (Gaston Paris); Chrétien de Troyes, Cligès, *Yvain* (Foerster); Aucassin et Nicolette (Suchier).

VI. PHILOSOPHY.

PROFESSOR LANE.

MISS SCOTT.

Course 1. This course is required for the degree. It occupies three hours per week throughout the year.

(a) **PSYCHOLOGY**.—It will consist of a study of mental elements and compounds. Text-book work and supplementary reading, together with regular laboratory practice, will be required. A prime object of the course is to train the student in the practice of exact introspection.

TEXTS AND REFERENCES—Titchener's *Outlines of Psychology*; James' *Principles*; Titchener's *Experimental Psychology* (Qualitative Experiments).

(b) **LOGIC**.—A brief course in Logic will take the place of psychology in the last part of the second term. It will attempt not merely to possess the student with the formulas of ordinary Logic, but to interpret these in the light of the modern developments of Logic.

TEXT-BOOKS—Creighton's *Introductory Logic*; Reference, Bosanquet's *Morphology of Knowledge*.

Course 2. This course occupies three hours per week, and is required for the degree as an alternative with a second modern language (or Greek) in the requirements of the third year.

(a) **GENETIC AND GENERAL PSYCHOLOGY.**—A study of the theory of mental development and some of the phases of mental genesis represented in childhood, adolescence, etc., will occupy part of the time. Also a survey of some of the problems of perceptual consciousness in regard to space perception, time perception and the perception of external reality in their general theoretical bearings, is undertaken. Discussions, prescribed readings, papers by students, text-book work will constitute the method of instruction.

(b) **ETHICS.**—This will occupy the second term. It will consist of a careful consideration of the nature of desire, motive, etc., with their significance in the interpretation of human freedom, a brief study of types of theory concerning the moral standard and its application to the system of virtues, moral institutes, and moral progress. Text-book work will be expected, and free discussion will be encouraged.

TEXTS—Stout's Manual of Psychology; Baldwin's Mental Development, J. S. Mackenzie's Manual of Ethics. **REFERENCES**—Green's Prolegomena, Mill, Spencer, Hyslop, Seth, Baldwin's Social and Ethical Interpretations.

Course 3. This course occupies three hours per week throughout the year.

(a) **ANCIENT AND MEDIAEVAL PHILOSOPHY.**—It will include a general account of the development of philosophic thought from its origin in Greece upwards. Emphasis is put upon the organic connection of systems.

(b) **MODERN PHILOSOPHY.**—Second term. Especial emphasis is put upon the English movement in Philosophy as the basis for comprehending the Kantian and Post-Kantian movements.

Lectures, text-book work, prescribed readings and essays will constitute the method of instruction. Students will be required to read in part the following: Plato's Republic, Nicomachean Ethics of Aristotle, Descartes' Method and Meditations, Spinoza's Ethics, Leibniz's New Essays, Locke's Essay on Human Understanding, Berkeley's Principles, Hume's Treatise.

TEXTS AND REFERENCE—Weber's History of Philosophy; Windelband; Erdmann; Schwegler.

Course 4. This course occupies three hours per week through the year.

(a) **ADVANCED PSYCHOLOGY.**—It will consist of study of selected portions of James' *Principles*, with readings from Külpe and Wundt, together with lectures, student papers and laboratory work. The psychophysical methods will be studied in some detail, and besides the main topics of general psychology some consideration will be given to certain phases of abnormal psychology such as dream consciousness, hypnotism, illusions, insanity.

Laboratory work (on Psychology) representing one third of the time of the course is required.

Books—James' *Principles of Psychology*, Vol. II; Külpe *Outlines of Psychology*; Titchener's *Quantitative Experiments in Psychology*.

(b) **ETHICS.**—A study will be made of Green's *Prolegomena to Ethics*, with collateral readings from Martineau and Sidgwick. As much time as available will be devoted to the study of historical types of ethical theory.

Books—Green's *Prolegomena to Ethics*; Martineau's *Types of Ethical Theory*; Sidgwick's *Methods of Ethics*.

Course 5. Three hours per week through the year.

(a) **KANTIAN CRITICISM.**—This will be during the first term a study of the *Critiques of Pure Reason* and *Practical Reason* and the *Critique of Judgment*. The main work will be put upon the *Critique of Pure Reason*.

Books—Watson's *Selections*; Watson's *Kant and his English Critics*; Caird's *Critical Philosophy of Kant*.

(b) **METAPHYSICS.**—Two hours per week, second term. It will deal with the cardinal questions of modern metaphysics, interpretation of the categories in their systematic order and will seek to reach some conception of the relation of the individual to the absolute.

TEXT—Royce's *The World and the Individual*, volumes 1 and 2. **COLLATERAL READING**, Bradley, Bowne and Taylor.

(c) **POST-KANTIANISM.**—A rapid historical survey of Post-Kantian Idealism, occupying one hour per week during the second term.

COLLATERAL READING: Royce's *Spirit of Modern Philosophy*; McTaggart, Hegelian *Dialectic*.

Courses (4) and (5) are not given the same year.

VII. PEDAGOGY.

PROFESSOR LANE.

MISS SCOTT.

The work of this department is designed to acquaint students who undertake it with the general principles of education, and as much of the detail of educational practice as is feasible under our limitations of time. It is thought that such knowledge cannot but be of prime importance to every young woman, whether she expects to become an actual teacher in the schools or not. She must at least through life be her own teacher in many lines of study, and will necessarily exercise a more or less directive influence over the lives of others with whom she is connected in society. It hence is desirable that she should know the principles which are essential to successful teaching, because she will thus be better qualified than otherwise to direct her own growth and perform her obligations to society intelligently, or if she goes into school work, to perform her professional duties more wisely. In the last respect the importance of these studies goes without saying. Practical work in applying the principles is insisted on regularly.

Course 1. (a) This will meet twice a week throughout the year. It will at first be occupied with the History of Education, studying the different forms of educational thought from the earliest times up through its mediæval and modern transitions. The second term will be devoted to a study of the principles of Pedagogy in relation to the work of the teacher, both in general and as applied to special methods.

(b) Practice work in the preparation and teaching of lessons under the criticism of the Professor. Once a week.

Books—McMurray's Method of the Recitation, Rein's Outlines of Pedagogics; Painter; Compayré; Quick; Seeley; Roark's Methods in Education; Schaeffer; Monroe's History of Education.

Course 2. (a) **PHILOSOPHY OF EDUCATION.**—This course deals with the fundamental principles that underlie education, with the discussion of the educational standard and method in general in relation to that standard, with the analysis of the process of acquisition, self-activity, etc.

Books—Harris' Psychological Foundations of Education; Horne's Philosophy of Education.

(b) PEDAGOGICAL PSYCHOLOGY.—A study of mental functions with especial reference to their bearing on the method of Pedagogy.

(c) SCHOOL MANAGEMENT.—This will occupy one hour per week, and will deal more especially with questions of school discipline and government, punishments, etc.

Course 3. (a) HISTORY OF EDUCATION.—An intensive study of some selected educational masterpieces, with an attempt to interpret these in their general relationship to philosophic movements, will cover this part of the course. Two hours per week.

Books—Rousseau's *Emile*; Herbart's *Science of Education*; Spencer's *Education*; Pestalozzi; Froebel.

(b) COMPARATIVE EDUCATIONAL SYSTEMS—A study will be made of British, French, German and American educational systems. One hour per week.

Courses (2) and (3) are not given the same year.

VIII. HISTORY.

PROFESSOR ARNOLD.

MISS FLEMING.

For the A. B. degree one year in History is required, usually Course 1, but Course 2 may be substituted by students that have had sufficient training to enable them to pursue it with profit.

Course 1. ANCIENT HISTORY.—(a) *Beginnings of Civilization and History of Greece*.—This course includes a brief introduction to Classical Geography, a rapid survey of the ancient civilizations of Egypt, Chaldea, India, and China, and a special study of the achievements of the Greeks. Lectures, recitations, library work. Three hours a week first term.

TEXT-BOOKS—Botsford's *History of the Orient and Greece*, Mahaffy's *Old Greek Life*, Mariette's *Outlines of Ancient Egyptian History*, Sayce's *Primer of Assyriology*, and Dutt's *Civilization of India*.

(b) *History of Rome*.—This course of study embraces the growth of the Republic, the establishment of colonies, the extension of foreign conquest, the nature of political institutions, the history of the Empire, the German invasions, and the fusion of Roman and Teuton under the rule of "Charles the Great." Lectures, recitations, library work. Three hours a week second term.

TEXT-BOOKS—Seignobos' *History of the Roman People*, and Preston and Dodge's *Private Life of the Romans*.

Course 2. MEDIAEVAL AND MODERN HISTORY.—(a) *Europe in the Middle Ages.* In this course a rapid review of the Carolingian period is first made, and then is begun the study of the rise of the Papacy, the development of the Mediæval Church, the founding of the Holy Roman Empire, the nature of the Feudal System, the influence of the Crusades, and the forces of the Renaissance. Lectures, recitations, library work, oral and written class reports. Three hours a week first term.

TEXT-BOOKS—Emerton's *Introduction to the Middle Ages*, Emerton's *Mediaeval Europe*, and Adams' *Civilization during the Middle Ages*.

(b) *Europe in Modern Times.*—This course covers the Reformation and Thirty Years' War, the struggle in England for constitutional government, the rise of Russia and Prussia, the French Revolution, and the landmarks of European history since the Congress of Vienna. Lectures, recitations, library work, oral and written class reports. Three hours a week second term.

TEXT-BOOKS—Schwill's *History of Modern Europe* and *Epochs of Modern History* edited by Morris.

Course 3. NINETEENTH CENTURY HISTORY.—This course covers American history since 1789, and European history since the overthrow of Napoleon. Special attention is paid to the colonial development of England and America, and to the recent political questions of the Far East. Lectures, recitations, class reports, essays. Three hours a week through the session. [Offered for 1906-'07.]

TEXT-BOOKS—*Epochs of American History* edited by Hart, Müller's *Political History of Recent Times*, and Kirkpatrick's *Lectures on the History of the Nineteenth Century*.

Course 4. CIVIL GOVERNMENT.—This course is a study of the history and theory of government. Special attention is given to English and American institutions. Three hours a week through the session. [Offered for 1907-'08.]

TEXT-BOOKS—Woodrow Wilson's *The State*, Wilson's *Congressional Government*, Bryce's *American Commonwealth*.

IX. SOCIOLOGY.

PROFESSOR ARNOLD.

Course 1. ELEMENTS OF ECONOMICS AND SOCIAL SCIENCE.—This course is designed to give an acquaintance with the more important principles of Political Economy, to insure some understanding of the primary, basal laws underlying the welfare and

progress of society, to awaken an interest in social phenomena, and to beget the desire and ability to be of real social service. Some attention is given to the general theory of Sociology as developed in the writings of Spencer, Ward, Small, and Giddings, but the greater part of the course is devoted to the consideration of practical questions, such as charities and correction, punishment and reformation, old age pensions and working-men's insurance, factory legislation, the labor movement, woman's work and wages, college settlements, and the church in relation to social reform. Lectures, recitations, class reports, essays. Three hours a week through the session.

TEXT-BOOKS—Walker's Political Economy, Clark's Philosophy of Wealth, Ely's French and German Socialism, Warner's American Charities, and Small and Vincent's Introduction to the Study of Society.

X. MATHEMATICS.

PROFESSOR PATTILLO.

MISS LAREW.

Course 1. (a) ADVANCED ALGEBRA.—Beginning with a fuller treatment of ratio, proportion, variation, the three progressions, surds and imaginaries than is usually given in preparatory schools, this class will take up in order the theory of quadratic equations, permutations and combinations, binomial theorem, logarithms, series, undetermined coefficients, probability, determinants, and the theory of equations.

(b) SOLID GEOMETRY.—Lines and planes in space, dihedral and polyhedral angles, projections, polyhedra, including prisms, pyramids and the regular solids, cylinders, cones, spheres, spherical triangles, and the measurement of surfaces and solids.

(c) PLANE TRIGONOMETRY.—While a careful study will be made of the properties of right and oblique triangles and their solution, much of the time will be devoted to trigonometric analysis.

Four times a week through the year.

TEXT-BOOKS—Wells's Advanced Course in Algebra; Phillips and Fisher's Elements of Geometry; Loney's Plane Trigonometry, Part 1.

Course 2. (a) ANALYTIC GEOMETRY.—The conception of a locus having been established, the straight line, the circle, the parabola, the ellipse, the hyperbola, the polar equation of the conic,

and the general equation of the second degree are successively taken up; this is followed by an elementary introduction to Solid Geometry.

(b) DIFFERENTIAL AND INTEGRAL CALCULUS.—A study of the elementary principles and applications of the Calculus.

Three times a week through the year.

TEXT-BOOKS—Tanner and Allen's Analytic Geometry; Granville's Differential and Integral Calculus.

Course 3. (a) INTEGRAL CALCULUS.—This is a continuation of the work given in Course 2, the subject here being treated much more fully.

(b) THEORY OF EQUATIONS.—An advanced course in the general Theory of Equations in which a knowledge of the Calculus will be presupposed.

Three times a week through the year.

TEXT-BOOKS—Granville's Differential and Integral Calculus; Burnside and Panton's Theory of Equations, Vol. I.

Course 4. (a) ANALYTIC GEOMETRY OF THREE DIMENSIONS.—The plane, the straight line, quadric surfaces, general theory of surfaces.

(b) DIFFERENTIAL EQUATIONS—An elementary course devoted mainly to the solution of the simpler ordinary and partial differential equations, with a few geometric and physical applications.

Three times a week through the year.

TEXT-BOOKS—C. Smith's Solid Geometry; Murray's Differential Equations.

Course 5. (a) ANALYTIC GEOMETRY.—An advanced course, with an introduction to modern Analytic Geometry.

(b) ADVANCED CALCULUS.—The usual topics of an advanced course will be treated, while many examples taken from problems in Geometry and Physics will be considered.

Three times a week through the year.

TEXT AND REFERENCE BOOKS—Salmon's Conic Sections; Goursat's Cours d'Analyse; Williamson's Differential Calculus; Williamson's Integral Calculus.

Courses 4 and 5 will be given alternately.

XI. CHEMISTRY.

PROFESSOR MARTIN.

Course 1. INORGANIC CHEMISTRY.—The subject is developed from the standpoint of the Periodic Law. Especial attention is given to the demonstration of fundamental principles and the solving of stoichiometric problems. Value, 3 hours.

Course 2. QUALITATIVE ANALYSIS.—(a) *Solution Analysis*; (b) *Pyro-analysis*. Value, 3 hours.

Course 3. ORGANIC CHEMISTRY.—A systematic and comprehensive survey of the chief series of hydrocarbons and their compounds, with especial emphasis upon the theoretical basis of the science. The practical work includes the making of twenty-four pure organic compounds. Value, 3 hours.

Course 4. QUANTITATIVE ANALYSIS.—The course embraces gravimetric, volumetric, electrolytic, colorimetric, spectroscopic, and combustion methods; water analysis; toxicology; and inorganic preparations. Candidates for the B. A. degree are given a course by the first two methods. Value, 3 hours. Candidates for the M. A. degree may elect work by the various methods up to a value of 6 hours, which implies eighteen hours laboratory practice weekly.

XII. GEOLOGY.

PROFESSOR MARTIN.

Course 1. GENERAL GEOLOGY.—Lectures, laboratory practice, excursions, and recitations. The department is equipped with good collections of photographs, models, charts, minerals, rocks, and fossils. The vicinity abounds in magnificent illustrations of Dynamical Geology. Chemistry 1 and Biology 1 are prerequisites. Value, 2 hours.

TEXTS—Dana; Tarr. Tylor's Anthropology; Joly's Man Before Metals.

Course 2. MINERALOGY.—This course embraces the Elements of Crystallography and Determinative and Systematic Mineralogy. Practical work is given in the use of the goniometer, the study of crystal models and natural crystals, and the identification of minerals by their physical characteristics and blow-pipe reactions.

About sixty of the most important rock-forming minerals are assigned as unknown substances and their classification required. Chemistry 2 is prerequisite. Value, 2 hours.

TEXTS—Williams' Crystallography; Brush's Determinative Mineralogy; Dana's Manual of Mineralogy.

XIII. PHYSICS.

PROFESSOR HAMAKER.

Course 1. A general introductory course dealing with the elementary principles of Physics. Numerous illustrative experiments are performed in the class room and special stress is put on the applications of principles to familiar phenomena and the solution of simple problems. Two recitations per week and one afternoon laboratory work.

TEXT—General Physics, Ames.

Course 2. A laboratory course consisting of accurate experimentation and quantitative determinations in Mechanics, Sound, Heat, Magnetism, Electricity and Light. Three afternoons per week.

MANUAL—Laboratory Course in Physics, Sabine.

XIV. ASTRONOMY.

PROFESSOR PATTILLO.

Course 1. DESCRIPTIVE ASTRONOMY.—Historical and general information concerning celestial phenomena and the relations of the solar system; a short account of the modern development of astronomy. Two hours a week through the year.

TEXT-BOOK—Young's Manual of Astronomy.

Course 2. SPHERICAL ASTRONOMY.—An elementary course. A study of certain departments of spherical astronomy; determination of time, latitude, and azimuth. Spherical trigonometry is presented briefly at the beginning of the course. One hour a week through the year.

TEXT-BOOK—Greene's Spherical and Practical Astronomy.

Courses 1 and 2 may be taken simultaneously.

XV. BIOLOGY.

PROFESSOR HAMAKER.

Course 1. GENERAL BIOLOGY.—This introductory course is designed to acquaint the student with the more important principles of organization and the life relations of organisms. The subject matter of the course offers unusual opportunity for training in accurate observation and expression, nicety of judgment and correct modes of thought leading to legitimate inference by inductive methods. These are constantly insisted upon. About 90 hours are devoted to laboratory work during the year and, besides, one or two periods per week of lecture and recitation.

Course 2. (a) BOTANY.—The structure, physiology and genetic relations of plants. The work of this course consists almost wholly of laboratory work, but there will be occasional lectures. Most of the time is devoted to the study of types of the most important orders of Cryptogams with a brief consideration of the relations of the Archegoniates, Gymnosperms and Angiosperms. Three times a week during the first term.

(b) ZOOLOGY.—Comparative morphology and biology of animals as represented by a series of types of the most important classes of Invertebrates and one Vertebrate. Three times a week during the second term.

Course 3. COMPARATIVE ANATOMY OF THE VERTEBRATES.—During the first term the work of this course will consist chiefly of the dissection of a fish, an amphibian, a reptile (turtle) and a mammal (rabbit), with respect to all systems of organs except the nervous system. The comparative study of the nervous system will occupy all of the second term and will include the histology as well as the macroscopic anatomy of the nervous system of Vertebrates as exemplified by the above four types. Three times a week throughout the year.

Course 4. (a) HISTOLOGY.—During the first term this course will consist wholly of laboratory work involving the practice of the most important methods employed in histological technique, and the study of the cell and the tissues.

(b) EMBRYOLOGY.—During the second term there will be occasional lectures, but the work will be chiefly in the laboratory

and will consist of the application of histological methods to the study of the development of the Vertebrate embryo (frog and chick).

Course 5. Students having completed the preceding course will be directed in the investigation of some special subject to be selected by the student on consultation with the instructor. The work will be largely in the laboratory, but will be accompanied by lectures and parallel reading on the more important biological problems relating to development, specialization, adaptation and the theories of origin and descent. Three times a week throughout the year.

Course 1 or its equivalent must precede all other courses in the department. Either Course 2 or Course 3 must precede Course 4. Subject to these conditions any three of Courses 2, 3, 4 and 5 may be taken to constitute the department group.

XVI. ENGLISH BIBLE.

PROFESSOR ARNOLD.

Course 1. This course embraces a study of the growth of the Bible, the life of Christ, the evidences of Christianity, the labors of the Apostles, and the relation of Christianity to Judaism. The work is devoted to New Testament study, the writings of Paul and John receiving special attention. Two hours a week throughout the year.

TEXT-BOOKS—The English Bible, Revised Version; Smith's *How We Got Our Bible*, Stalker's *Life of Christ*, Fisher's *Brief Manual of Christian Evidences*, Purves' *Apostolic Age*, Gladstone's *Impregnable Rock of Holy Scripture*, Goodman's *Outline of the Life and Letters of Paul*.

Course 2. This course is devoted to the study of the Old Testament. The biographies of the patriarchal heroes, the messages of the law-givers, the masterpieces of wisdom literature and of prophecy, the Messianic hope, and the history of the Hebrews are presented. Three hours a week throughout the year.

TEXT-BOOKS—Dean's *Abraham: His Life and Times*, Rawlinson's *Moses*, Farrar's *The Minor Prophets*, Moulton's *Modern Reader's Bible* (*Job* and *Isaiah*), Adeney's *How to Read the Bible*, Sanders and Kent's *Messages of the Bible*, Maclear's *Old Testament History* (abridged edition).

For the A. B. degree one year in the study of the English Bible is required, usually Course 1, but Course 2 may be substituted by students that have had sufficient training to enable them to pursue it with profit.

XVII. MUSIC.

PROFESSORS DAVIS, ADAMS AND METZGER.

MISS SNEED, MISS BOND, MISS ORR,* MISS WILLIAMS, MISS JOHNSON.

This department is under the direct supervision of Professor Davis. Instruction, both practical and theoretical, will be given in theory, history, piano, organ, violin, solo singing, choral and sight singing, and methods of teaching music.

Students completing the courses in either piano, organ, or vocal music will receive a Certificate of Proficiency from the Department of Music. This is credited as six hours on the A. B. or A. M. degrees.

Each course in Theory will be credited as two hours on A. B. degree, not exceeding, however, six hours credit in all.

The four courses in Theory are required for completion of either instrumental or vocal courses. All students of music, instrumental or vocal, will be required to take the introductory year in Theory, unless excused after examination.

Students in the vocal course will be required to pass the examination in Piano Course 2 before certificate will be given.

Resident students who specialize in music will be required to take nine hours a week in the academic departments. Half-courses are offered for those whose literary studies do not leave full time for music. In music, as in other subjects, students enter the courses for which they are prepared.

Examinations are given twice a year and students are advanced as rapidly as possible. Each course is designed to cover one year's time, but if a student has time for extra practice, or learns rapidly, she will be advanced at any time to the course her progress entitles her to enter; if she falls below the work required in amount or excellence, she will not be advanced until the deficiency is made up. The introductory courses are arranged for students whose training has been deficient.

Students receive both private and class lessons. Musicales and lectures will be given frequently.

For terms, see pages 59 and 60.

*Miss Orr will be absent in Europe for one year. A substitute will be provided.

I. Pianoforte.

PROFESSORS DAVIS AND ADAMS.

MISS BOND, MISS WILLIAMS, MISS JOHNSON.

Students must be familiar with correct phrasing, staccato and legato touch, the ordinary signs used in music, and their application, and have some technical proficiency before Course 1 can be taken.

An Introductory Course is arranged for all who require it.

Course 1. Students who take this course will have technical studies to develop touch, finger, and wrist action; scales and arpeggios in various forms; studies and sonatas by such composers as Czerny, Clementi, Loeschorn, Kuhlan, or equivalents. Two lessons a week (one class and one private) and two periods of daily practice through the year.

Course 2. Continued study of scales and arpeggios; studies and sonatas by Clementi, Heller, Mozart, Haydn, Mendelssohn, Bach, selections from Mathew's Graded Studies, etc. Two lessons a week (one class and one private) and two periods of daily practice through the year.

Course 3. Scales in double thirds and sixths; arpeggio, trill, and wrist studies; selections from Bach Inventions; Clementi, Cramer, and Loeschorn studies; Mathew's Graded Studies, Beethoven Sonatas, Schubert, Schumann, Chopin, and other classic composers. Two lessons a week (one class and one private) and two periods of daily practice though the year.

Course 4. This course is a perfecting of all the previous courses. More difficult technical studies will be required, and larger, more important works by the best composers will be studied. No student can complete this course until a thorough knowledge of the best music for the pianoforte has been acquired, with sufficient mastery of technique to interpret such works with intelligence. In Course 4 attention will be given to four and eight hand arrangements for the pianoforte of symphonies and other compositions for orchestra. Two lessons a week (both private) and two periods of daily practice through the year.

II. Vocal Music.

MISS METZGER.

MISS _____

Instruction in vocal music will be given in private and class lessons. Courses are offered in solo singing, sight singing and chorus practice. Students are expected to have some knowledge of the rudiments of music and ability to read simple music before taking Course 1.

SOLO SINGING.

Course 1. Lessons in correct position, breathing and production of tone; development of registers; easy solfeggios and exercises in Concone and Panofka, also Sieber's Studies in enunciation preparatory to simple songs. Two lessons a week (both private), and one period of daily practice through the year.

Course 2. Study of intervals with portamento; slow scales and arpeggios; more difficult studies in Panofka and Matilde Marchesi; study of ballad singing. Two lessons a week (both private), and one period of daily practice through the year.

Course 3. Study of scales, arpeggios, turns, etc., in rapid movement; exercises in Italian from Salvator Marchesi and Vaccai; vocalises for style and execution; beginning study of Italian, French and German songs; oratorio and church music. Two lessons a week (both private), and one period of daily practice through the year.

Course 4. Study of major and minor scales; advanced work in execution and artistic phrasing; continued study of diction and interpretation covering a wide range of songs from the best writers. Two lessons a week (both private), and two periods of daily practice through the year. All students who complete Course 4 must pass the examinations required in Course 2 of pianoforte playing, and such examinations as the professor of vocal music may require in sight singing and chorus practice.

CHORUS CLASS.

This class is open to students who pass the examination required by the professor of vocal music. All vocal students are expected to sing in this class, which meets once a week through the year, to study the choral works for female voices by the best composers, Mendelssohn, Schumann, Rubinstein, etc.

III. Organ.**PROFESSOR ADAMS.**

A carefully arranged course in organ music is offered students. A large Mason & Hamlin organ, with two manuals and full set of pedals, is accessible to students for practice at the College. A pipe-organ is available for more advanced students. Two lessons a week and such practice as the student requires. As a rule, this course covers four years.

IV. Violin.**MISS JOHNSON.**

Instruction on the violin will be given in private or class lessons. A systematic course is followed. Two lessons a week and such practice as the student requires. As a rule, this course covers four years.

V. Students' Half-Course.

This course is designed for students whose academic studies prevent their taking full work in music.

Only students somewhat advanced in music will be allowed to take this course; it is not intended for beginners.

VI. Theory.**PROFESSOR DAVIS.****MISS SNEED.**

An Introductory Course of one year is offered, and students will be required to pass a satisfactory examination before taking Course 1.

Introductory Year.

The history of notation; formation of intervals; origin and development of scales and simple harmonic chords; relationship of keys; a general survey with illustration at keyboard of rhythm, tempo, marks of expression, use of pedals, phrasing, and melodic embellishments. Twice a week through the year.

Course 1. HARMONY.—This course includes a thorough treatment of intervals; the principal consonant and dissonant chords in their relation to harmonic progression; modulation to related keys;

the use of passing notes and suspensions; the harmonizing of a given theme, or a figured bass; practical work at keyboard and in written exercises. Twice a week through the year.

Course 2. ADVANCED HARMONY AND COUNTERPOINT.—A continuation of Course 1, with an enlarged development of dissonant combinations. Use of the pedal note, unrelated tones, and harmonic sequences as applied in harmonizing a given theme, and in original exercises. Harmonic counterpoint; harmonic accompaniment; practical work at keyboard and in written exercises. Twice a week through the year. This course is open to students who have completed Course 1.

Course 3. HISTORY OF MUSIC.—This course will give a general survey of the subject. Ancient and Greek music; the music of the early Christian Age; the development of Counterpoint and Polyphonic music; Luther's Reformation; the Italian, French and German opera; the Oratorio; the development of Instrumental music; the great Art Forms; biographies of the great composers. Twice a week through the year.

This course is open to all College students, but students are advised to take Courses 1 and 2 in Theory before taking Course 3.

Course 4. COUNTERPOINT, FORM AND ANALYSIS.—This course is a development of work begun in Course 2, and includes more advanced work in Counterpoint, with thematic, rhythmic and harmonic analysis of compositions by the best composers of the classic and romantic periods. Twice a week through the year. This course can be taken after Course 2, but will be of greater benefit to students who also take Course 3 before beginning Course 4.

XVIII. ART.

PROFESSOR SMITH.

The purpose of the department of Art is not only to give students a knowledge of drawing and painting, but to develop their power of observation and their appreciation of the beauty of form and color. The time of the student is devoted to the study of the principles that underlie all true work in art, and to their application in work of gradually increased difficulty. The work is individual,

therefore each student has all liberty and encouragement to advance as rapidly as her time and ability will allow. The method is the same as that used in the best art schools of this country and Europe. Students completing Course 6 are admitted to the life class in the Art Students' League of New York, the Pennsylvania Academy of Fine Arts and the Académie Julian in Paris, France. The Pennsylvania Academy of Fine Arts offers a scholarship to the student in this department for the session of 1906-'07 who submits the best drawings.

Students completing Course 6 in technical work and History of Art will receive a Certificate of Proficiency. This is credited as five hours on the M. A. degree, or as two hours on the A. B. degree.

A large sky-lit studio, well equipped with imported casts, etc., is provided for the use of this department.

HISTORY OF ART.—It is believed that every educated woman should know of the great movements in Art which represent the civilization of the world; and that there are underlying principles and truths revealed by such a study which will be of practical use to every woman in deciding the many questions of taste which daily present themselves to her.

The course offered embraces the study of architecture, sculpture and painting, noting their development in the following countries: Egypt, Babylon, Assyria, Persia, India, Greece, Italy, Prussia, England and America.

This course is designed for the students who do not study drawing and painting as well as for those who do. The class meets twice a week and is open without charge to Sophomores, Juniors, Seniors, and to advanced Special Students. It is an elective in A. B. degree. Lectures are illustrated with photographs and lantern slides.

TEXTS—Architecture, Classic and Early Christian, Smith and Slater; Architecture, Gothic and Renaissance, T. Roger Smith; History of Sculpture, Marquand and Frothingham; History of Painting, Van Dyke.

TECHNICAL.—For those seeking technical knowledge the following courses are offered. For terms, see pages 59 and 60.

Introductory. Drawing from objects and casts.

Course 1. Drawing from casts, heads and busts. Composition.

Course 2. Drawing from casts, heads and full-lengths. Composition.

Course 3. Drawing heads from life, draped models. Painting from still-life. Composition. Sketching.

Course 4. Drawing from life. Painting from still-life. Composition. Out-door sketching.

Courses 5 and 6. Painting from life. Composition. Out-door sketching.

The composition class meets every week, when each student brings an original drawing or painting representing her conception of the subject which has been assigned for treatment. Each composition is criticised minutely for the benefit of all, and care is taken that the students are drilled in the principles that are necessary for the foundation of good pictures. Open to all art students without extra charge.

A sketch class meets weekly during the entire year, doing rapid pen or pencil sketching from life indoors during the winter, and landscape sketching during the season suitable for such work. All art students are members of this class without extra charge. It is designed as preparatory to illustrate drawing.

Memory-sketching is used to strengthen the habit of close attention to the daily subject in hand.

Painting may be done in pastels, oils or water colors.

A course in miniature painting is offered.

Mature students desiring to devote all their time to art may find board near the College and attend as Day Students.

XIX. PHYSICAL TRAINING.

MISS SALISBURY.

MISS BESARICK.

MISS BROWER.

In this department three classes of work are offered. Anthropometry is the basis of the work planned, and each student has special examination. Her measurements are recorded, her strength is tested (back, legs, lungs, etc.), her general health and history inquired into, and there is a careful medical diagnosis given by the college physician. Physical defects (round shoulders, curvatures, etc.) are recorded as a guide on which to base work of correction. Particular attention is given to development of the lung capacity.

The laws of hygiene and health are the keynotes of the entire plan of work. The general course prescribed has four objects in

view: (1) health and organic vigor; (2) bodily control and efficiency; (3) erect carriage and symmetrical development; (4) especial work in correction of physical faults, and deficiency in nervous control.

Nervous breakdown, or "Americanitis," is getting too familiar to us all. Exercise governed by the laws of hygiene should correct and control this. Even when in normal health a student is usually below normal in strength and muscle control. The first year's work is planned to lay the foundation firmly so we may build surely.

The work is scientifically progressive. The second year's work is directed to the increase of strength and skill, and co-ordination, and the third year based upon the actual acquirements of the first two, show an advancement in kind and degree.

Exercise is indispensable to the maintenance of health. Health is the prime requisite for efficiency in life—the corner-stone we may not neglect. In our present environment athletics and gymnastics supply this need—gymnastics as adapted to the needs of the many, the weakest as well as strongest, and unexcelled as means of development and correction, and athletics which promotes health, joy, and vigor, and develops moral qualities in a way nothing else does.

1. GYMNASIUM.

Course 1. GENERAL CLASS WORK.—A systematic course of physical training designed for the harmonious development of the body, the maintenance of health, and volitional control. It is carefully planned for the normal student to insure a steady progression from day to day, week to week, month to month, and year to year—and without in any way overtaxing the strength of the student.

This course is required work for all resident students under twenty-two years of age, except Seniors. The course is as follows:

FIRST-YEAR.—Swedish system of gymnastics. Floor work emphasizing carriage and co-ordination of muscles. Movements with apparatus including stall-bars, balance-beam, boom, stools, and jumping standards. Progressive chest, back, and abdominal exercises.

SECOND YEAR.—Advanced Swedish work. Continuation of first year. Floor work, including more advanced movements, rope

climbing, vaulting (Swedish box), boom, rope vaults, stool work, American and French free exercises, wands, bells, chest weights—(optional).

THIRD YEAR.—Advanced Swedish work. For Juniors. Swedish ladder, boom, horizontal bar, parallel bars. *Æsthetic* gymnastics (exercises in arm, body and leg movements) rhythmic.

FOURTH YEAR.—Advanced Swedish and American work. Heavy gymnastics. Ladder, boom, rings, fencing foil drills, parallel bar. Special developing work. The fourth year is arranged for Seniors, and will be given to all who have had the work of the third year, if desired by a sufficient number.

Course 2. SPECIAL GYMNASTICS.—Exercises designed to meet the special requirements of the individual, and arranged for practice by the student after instruction from the physical director. The use of the gymnasium and apparatus at regular periods is at the disposal of students taking this course.

Special passive prescriptions may be given at times when especially needed, for which especial arrangements must be made, as more time is needed than is usually allowed.

Course 3. Private instruction in the art of fencing, designed to develop superior suppleness, vigor and grace.

II. ATHLETICS.

Student are encouraged to participate in such out-door sports as tennis, basket-ball and boating; and for those who prefer the less vigorous exercise of walking, ample opportunity is afforded by two miles pleasant paths within the College grounds.

Any request from a *student's family physician* that she be allowed to omit gymnasium work, on account of ill health, should give the reason in full, and should be sent to the Physical Director on the student's entrance.

Students of First and Second Class who have missed half a year's work, whether excused on account of ill health or not, can not take an advanced course till the work is made up.

Students can enter an advanced class only when their work

during the year reaches, in the opinion of the Director, a sufficiently high standard, accompanied of course by satisfactory strength tests.

It is requested that students have their gymnasium suits made here—on account of the uniformity necessary. Arrangements have been made for manufacture of these suits in Lynchburg, according to the orders of the Director and at a very moderate expense.

SCHEDULE OF RECITATIONS.

SCHEDULE OF RECITATIONS.

	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.	SATURDAY.
1. 9.00 a. m.	German, 4 History, 1	Latin, 1 A German, 1 A German, 5 Philosophy, 4 (5) History, 2 Mathematics, 1 A Geology	German, 4 Mathematics, 1 A Physics, 1 Bible, 1 A Theory of Mus., 2A	Latin, 1 A German, 1 A German, 5 Philosophy, 4 (5) History, 2 Geology	German, 4 Mathematics, 1 A Physics, 1 Bible, 1 A Theory of Mus., 2A	Latin, 1 A German, 1 A German, 5 Philosophy, 4 (5) History, 2 Mathematics, 1 A
	French, 6 Philosophy, 2 History, 1	English, 1 A Latin, 1 B French, 1 A Sociology Mathematics, 2 Biology, 1 A Theory of Mus., 1A	French, 6 Philosophy, 2 Mathematics, 1 D Bible, 1 B History of Art German 3	English, 1 A Latin, 1 B French, 1 A Sociology Mathematics, 2 Biology, 1 A Theory of Mus., 1A	French, 6 Philosophy, 2 Mathematics, 1 D Bible, 1 B History of Art German, 3	English, 1 A Latin, 1 B French, 1 A Sociology Mathematics, 2
2. 9:50 a. m.	English, 1 B Latin, 4 French, 1 B Philosophy, 3	English, 1 C English, 2 B Greek, 2 German, 2 Pedagogy, 1 Mathematics, 1 B French, 3 Biol., 1 A	English, 1 B English, 2 A Latin, 4 French, 1 B Philosophy, 3 History, 1 A Mathematics, 1 B French, 3 Biol., 1 A	English, 1 C English, 2 B Greek, 2 German, 2 Pedagogy, 1 Philosophy, 3 History, 1 A Mathematics, 1 B French, 3 Biology, 1 A	English, 1 B English, 2 A Latin, 4 French, 1 B Philosophy, 3 History, 1 A Mathematics, 1 B Theory of Mus., 1B	English, 1 C English, 2 B Greek, 2 German, 2 Pedagogy, 1 Mathematics, 1 B Theory of Mus., 4 Biology, 1 A
	English, 1 D Latin, 2 (3) French, 1 C French, 2 B History, 3 (4) Psychology, Lab	English, 1 E Greek, 1 French, 2 A Mathematics, 1 C Mathematics, 3 Theory of Mus., 2B Biol., 1 B	English, 1 D Latin, 2 (3) French, 1 C French, 2 B History, 1 B Mathematics, 3 History, 3 (4) Mathematics, 1 C Theory of Mus., 1C	English, 1 E Greek, 1 French, 2 A Philosophy, 1 A Mathematics, 3 History, 3 (4) Mathematics, 1 C Biol., 1 B	English, 1 D Latin, 2 (3) French, 1 C French, 2 B History, 1 B History, 3 (4) Mathematics, 1 C Theory of Mus., 1C	English, 1 E Greek, 1 French, 2 A Philosophy, 1 A Mathematics, 1 C Mathematics, 3
3. 10:40 a. m.	English, 4 German, 1 B French, 5	English, 1 F English, 3 Latin, 1 C Greek, 3 French, 4 Pedagogy, 2 Mathematics, 4 (5)	English, 4 German, 1 B French, 5 Philosophy, 1 B History, 1 C Astronomy, 1 History of Music Bible, 2 Biol., 1 B	English, 4 German, 1 B Latin, 1 C Greek, 3 French, 4 Pedagogy, 2 Mathematics, 4 (5)	English, 4 German, 1 B Latin, 1 C Greek, 3 French, 4 Pedagogy, 2 Mathematics, 4 (5) Bible, 2 Biology, 1 B	English, 1 F English, 3 Latin, 1 C Greek, 3 French, 4 Pedagogy, 2 Mathematics, 4 (5) Biology, 1 B
	Psychology, Lab.					Biology, 1 B
4. 11:30 a. m.	English, 4 German, 1 B French, 5	English, 1 F English, 3 Latin, 1 C Greek, 3 French, 4 Pedagogy, 2 Mathematics, 4 (5)	English, 4 German, 1 B Latin, 1 C Greek, 3 French, 4 Pedagogy, 2 Mathematics, 4 (5)	English, 4 German, 1 B Latin, 1 C Greek, 3 French, 4 Pedagogy, 2 Mathematics, 4 (5) Bible, 2 Biology, 1 B	English, 4 German, 1 B Latin, 1 C Greek, 3 French, 4 Pedagogy, 2 Mathematics, 4 (5) Biology, 1 B	English, 1 E Greek, 1 French, 2 A Philosophy, 1 A Mathematics, 1 C Mathematics, 3
	Psychology, Lab.					
5. 12:20 p. m.	English, 4 German, 1 B French, 5	English, 1 F English, 3 Latin, 1 C Greek, 3 French, 4 Pedagogy, 2 Mathematics, 4 (5)	English, 4 German, 1 B Latin, 1 C Greek, 3 French, 4 Pedagogy, 2 Mathematics, 4 (5)	English, 4 German, 1 B Latin, 1 C Greek, 3 French, 4 Pedagogy, 2 Mathematics, 4 (5) Bible, 2 Biology, 1 B	English, 4 German, 1 B Latin, 1 C Greek, 3 French, 4 Pedagogy, 2 Mathematics, 4 (5) Biology, 1 B	English, 1 F English, 3 Latin, 1 C Greek, 3 French, 4 Pedagogy, 2 Mathematics, 4 (5) Bible, 2 Art Composition
	Psychology, Lab.					
6. 1:10 p. m.	Chemistry, 1 a Chemistry, 2 Physics, 1 A, Lab. Biol. 2, Lab.	Chemistry, 1 c Chemistry, 2 or 3 Psychology, 1, Lab. Biol. 1 C	Chemistry, 2 or 3 Biology, 2, Lab. Biology, 1 C	Chemistry, 1 A Physics, 1 B, Lab. Biology, 1 C	Chemistry, 2 or 3 Psychology, 1, Lab. Biology, 2, Lab.	Chemistry, 1 A Biology, 1 C
7. 2:45 p. m.	Chemistry, 1 a Chemistry, 2 Physics, 1 A, Lab Biol. 2, Lab.	Chemistry, 1 c Chemistry, 2 or 3 Psychology, 1, Lab. Biol. 1 C	Biology, 2, Lab. Sketch Class Mineralogy	Chemistry, 1 B Physics, 1 B, Lab. Biology, 1 C	Psychology, 1, Lab. Biology, 2, Lab. Mineralogy	Chemistry, 1 B
8. 3:35 p. m.	Chemistry, 1 b Physics, 1 A, Lab. Chemistry, 2	Biology, Lab. Chemistry, 2 or 3		Biology, Lab. Physics, 1 B, Lab.	Biology, 2.	
9. 4:25 p. m. 5:15 p. m.	Chemistry, 1 b Chemistry, 2	Chemistry, 2 or 3				

EXPENSES FOR HALF-SESSION.

I. For literary courses:

Matriculation	.....	.....	\$ 7.50
Tuition in three or more courses	.....	.....	37.50
Board, including fuel, lights, laundry, gymnasium instruction and medical attendance	.....	.....	\$100.00

II. For Music:

*Half Course. Full Course.**Piano:*

Courses 1 and 2	.....	.....	\$15.00	27.00
Courses 3 and 4	.....	.....	18.00	32.50
Use of piano one period (50 minutes) daily	.....	.....	3.00	—
Use of piano two periods daily	.....	.....	—	5.00

Violin: 30.00*Vocal:* (Private lessons) 32.50
Chorus 5.00*Theory:* Introductory Course 5.00
Course 1 or 2 10.00
Course 3 or 4 15.00

III. For Art: According to advancement.

1. Regular course in studio (10 hours per week)
2. Double course in studio (20 hours per week)

IV. Special Physical Culture:

Course 3, four in class	.....	.....	.....	10.00
Courses 2 and 3, two in class	.....	.....	.....	20.00
Private lessons	.....	.....	.....	32.50

V. Laboratory and Gymnasium fees:

Students taking laboratory courses in Chemistry 1, or in Biology, Mineralogy or Physics, pay a laboratory fee of \$5 for material and use of apparatus. For advanced elective courses in Chemistry the laboratory fee is \$10. The laboratory fee in Psychology is \$2.50. In Geology \$1. Use of gymnasium apparatus, \$5.

All College fees are due the first day of each half-session.

~~A~~ A rebate of ten per cent. of the *tuition* fees will be allowed any student whose sister or brother is also attending any one of the schools of the Randolph-Macon System.

~~A~~ The proportionate part of board alone will be refunded when students leave through necessity. Should a student withdraw at our instance, the proportionate part of all fees will be refunded. In no other case will any reimbursement be made.

SUMMARY.

From the above it will be seen that the cost of the courses most usually taken is as follows:

I. For students taking the full literary course:	
Tuition and Matriculation	\$ 45 00
Board	100 00
Gymnasium fee	5 00
	\$150 00
Total	\$150 00
II. For students who add half-Music without Theory to the literary course:	
Literary course, with board, etc., as above	\$150 00—\$150 00
Half Music, according to advancement	15 00— 18 00
Use of piano one period daily	3 00— 3 00
	\$168 00—\$171 00
III. For students taking three or four literary subjects and full advanced course of music:	
Literary course with board as above	\$150 00—\$150 00
Music, according to advancement	27 00— 32 50
Theory, according to advancement	5 00— 15 00
Use of piano two periods daily	5 00— 5 00
	\$187 00—\$202 50
IV. For students specializing in Art:	
Literary course, with board, as above	\$150 00
Art, double time	45 00
	\$195 00

~~To~~To these charges add laboratory fee, if student takes Chemistry, Biology, Physics or Psychology.

FURNITURE.—The College supplies the students' rooms with bedstead, bureau, wardrobe, washstand, chairs, mattresses, pillows and crockery. Each student should bring with her sheets, blankets, and counterpanes for single bed; pillow-cases (size 36x24 inches) and towels; also one dozen napkins, marked napkin-ring, and any other articles of use or ornament desired for her room, such as knife, fork and spoon, pictures, etc.

Uniform gymnasium suits can be purchased in Lynchburg at wholesale price, which will be found cheaper and far more satisfactory than for each student to undertake to bring her suit from home.

LAUNDRY—Each student is entitled to the washing of twenty *plain* pieces a week. Students can have extra pieces washed by paying for them at laundry rates.

No article will be received for the laundry which is not plainly and indelibly marked.

TO THE WISE PHILANTHROPIST.

The friends of the higher education of woman are earnestly requested to consider the claims of Randolph-Macon Woman's College upon their generosity. It has laid the foundation of a true college for women, broad and deep. Sufficient endowment has been secured to assure its permanence. To this benefactors may add with confidence that their gifts will not be wasted. Each contribution is made more effective by those that have preceded it, and in turn enhances their value. We ask (1) for ten thousand dollars for new gymnasium; (2) for additional endowment; (3) scholarships yielding \$100 each to aid needy and deserving students; (4) additions to library. Will not the friends of education in the South aid in maintaining upon this foundation a colleague equal to the best colleges for women in the North?

Correspondence concerning donations should be addressed to the President. Devises and bequests should read:

"I give and bequeath to the Trustees of Randolph-Macon College, for the benefit of Randolph-Macon Woman's College," etc.

CALENDAR.

COMMENCEMENT EXERCISES, JUNE, 1906.

Sunday, June 3rd, 11 A. M.: Baccalaureate sermon.

Monday, June 4th, 8.30 P. M.: Class-Day Exercises.

Tuesday, June 5th, 10 A. M.: Commencement Exercises; address by Dr. Nathaniel Butler, of Chicago.

8.30 P. M.: Annual celebration of the Literary Societies.

FOR SESSION 1906-1907.

Session begins Wednesday, September 12th, 1906.

Christmas vacation from Thursday, 12.20 P. M., December 20th, 1906, to Wednesday, 7.30 P. M., January 2d, 1907.

Holiday will also be given on Thanksgiving Day, and two days at Easter. Also one day for an outing in May.

First term ends and second term begins Friday, February 1st, 1907.

Session closes Tuesday, June 4th, 1907.

APPENDIX

THE
Randolph-Macon System
OF
COLLEGES AND ACADEMIES

WM. W. SMITH, A. M., LL. D., CHANCELLOR

I. FOR MEN.

1. RANDOLPH-MACON COLLEGE,

ASHLAND, VA.

President, R. E. Blackwell, A. M., LL. D.

2. RANDOLPH-MACON ACADEMY,

BEDFORD CITY, VA.

Principal, E. Sumter Smith.

3. RANDOLPH-MACON ACADEMY,

FRONT ROYAL, VA.

Principal, Charles L. Melton, A. M.

II. FOR WOMEN.

1. RANDOLPH-MACON WOMAN'S COLLEGE,

LYNCHBURG, VA.

President, Wm. W. Smith, A.M., LL. D.

2. RANDOLPH-MACON INSTITUTE,

DANVILLE, VA.

Principal, Charles G. Evans, A. M.

The Randolph-Macon System

THE RANDOLPH-MACON SYSTEM of Colleges and Academies comprises now five members, offering secondary and collegiate instruction to both sexes, but in separate institutions. Those for young men and boys are: (1) Randolph-Macon College, at Ashland, Va., chartered in 1830; (2) Randolph-Macon Academy, at Bedford City, Va., established in 1890; (3) Randolph-Macon Academy, at Front Royal, Va., established in 1892. Those for young women and girls are: Randolph-Macon Woman's College, at Lynchburg, Va., established in 1893; and Randolph-Macon Institute, Danville, Va., admitted 1897.

These five institutions are owned by one chartered, self-perpetuating Board of Trustees, to which public-spirited men and women have entrusted large means for the purpose of providing facilities for the education of young men and women under Christian influences. It is not sought nor desired in any of these institutions to influence the denominational preferences of students, but the officers in charge consider themselves under obligations to conform to the moral standards and religious usages of the Methodist Episcopal Church, South, under whose auspices the institutions were established. These schools and colleges are but the contribution of members of that church and of other patrons of education who have confidence in its administration of such trusts, to the uplifting of the world by means of education. The work is entirely benevolent. There are no stockholders, nor are the executive officers financially interested. The funds contributed for the purpose are applied to the best advantage for the making of strong and noble men and women and the benefits of the facilities are open alike to all of any and every denomination; its loan-funds and scholarships are awarded to needy and worthy students without discrimination.

The organization of these separate institutions into one system is designed to secure certain definite advantages.

Saving Time. *First,* The close correlation of the courses of the Academies with those of Randolph-Macon College and of the Institute with those of the Woman's College should result in a distinct saving of time, and hence of expense, to the student. School and college working in thorough harmony with each other, belonging indeed to one Board and under the supervision of one general officer, should more certainly make their work continuous and apply labor with less waste than where separate ends and ideals are proposed and independent courses are offered.

Economy and Permanence. *Secondly,* The combination of resources resulting from the ownership of the five institutions by one Board secures abundant financial facilities, commanding the best prices and largest discounts. The responsibility of the Board as a chartered corporation being undoubted, and the permanence of its general work being assured, confidence follows all its undertakings and strength is given each institution. In educational work it is especially desirable that parents and students be assured of the *permanence* of the institutions which they are invited to patronize and whose influence may become important to them.

Opportunity for Selecting Teachers. *Thirdly,* For the preceding reasons and others which might be named, positions in the System are specially attractive, and choice teachers are at all times available for the corps of instructors.

In most cases of teachers selected for the Academies those chosen have been for years under the instruction of our own College faculties and are known to us personally and intimately. Testimonials are proverbially of little worth, but constant and long-continued contact with the developing student enables one to select with confidence the capable teacher.

Experienced Supervision. *Fourthly*, Experienced supervision is secured in having a Board in charge that has conducted such work for seventy-five years and from the continuous counsel and supervision of the Chancellor of the System and his special services for the special need of any institution.

These advantages of correlation aimed at, and to a degree at least realized in the Randolph-Macon System, are added to the individual excellences of the several institutions as presented in their respective catalogues.

The System in 1905-1906 employed about one hundred officers and teachers and enrolled over nine hundred students.

Randolph-Macon College

ASHLAND, VIRGINIA.

Randolph Macon College was founded in 1830. It is situated in Ashland, Va., thirty minutes by train from Richmond and two and a half hours from Washington, D. C. Ashland is a quiet residential town of fifteen hundred inhabitants. The style of living is not expensive and there are few inducements to spend money.

The record of the College for healthfulness is most remarkable. There has been no death among the students for over twelve years.

The students are a body of earnest young men who come to work. Fifteen to twenty per cent. of them graduate yearly. The graduates of Randolph-Macon rank with those of the best institutions of the country as is shown by the stand they take when they go to the leading universities in this country and abroad for their post graduate and technical courses.

The success of the students of Randolph-Macon College is largely due to the personal care and supervision they receive. The classes being small, the professors can devote more time and attention to the individual student than is possible in larger institutions. Each student is assigned to a professor who is to act as his counsellor and guide and to whom he is free to go for advice at all times.

This careful personal supervision, the dormitory system, the scientific training and physical culture, the plan of allowing students to take part in the College government, and the carefully guarded honor system are all features that commend themselves to our patrons.

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R. E. BLACKWELL, President.



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GROWTH.

Session	1899-1900	Enrollment	89 Students
"	1901-1902	"	99 "
"	1902-1903	"	111 "
"	1903-1904	"	141 "
"	1904-1905	"	179 "
"	1905-1906	"	181 "

Students the present session are enrolled from sixteen states and three foreign countries.

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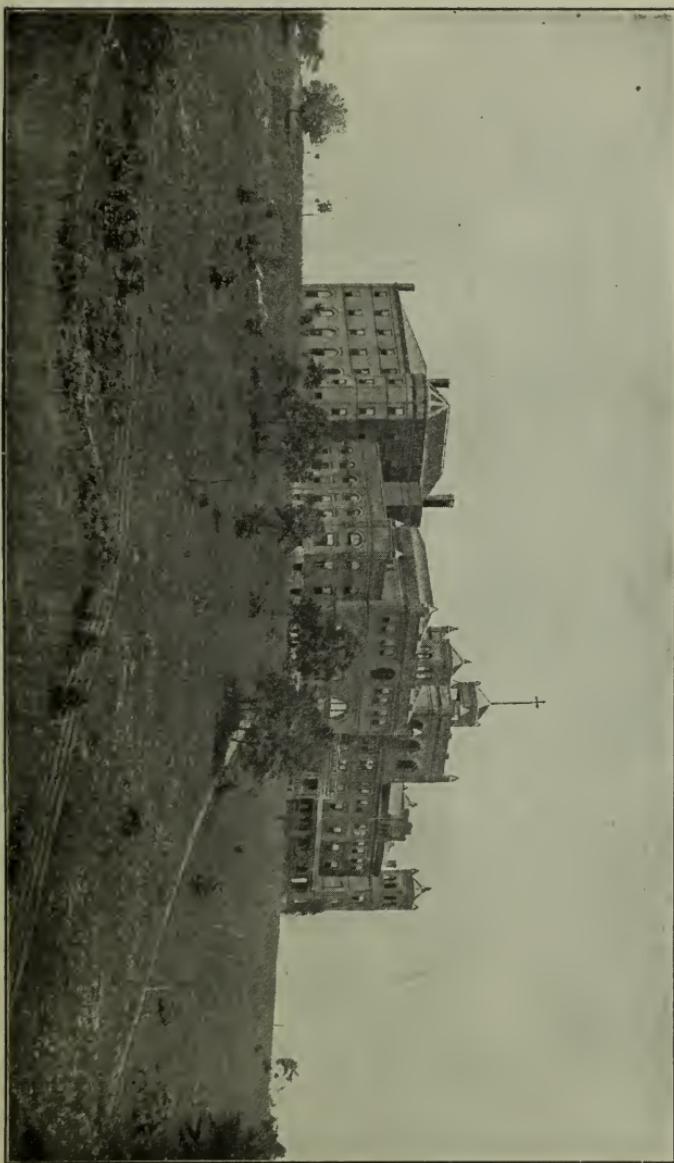
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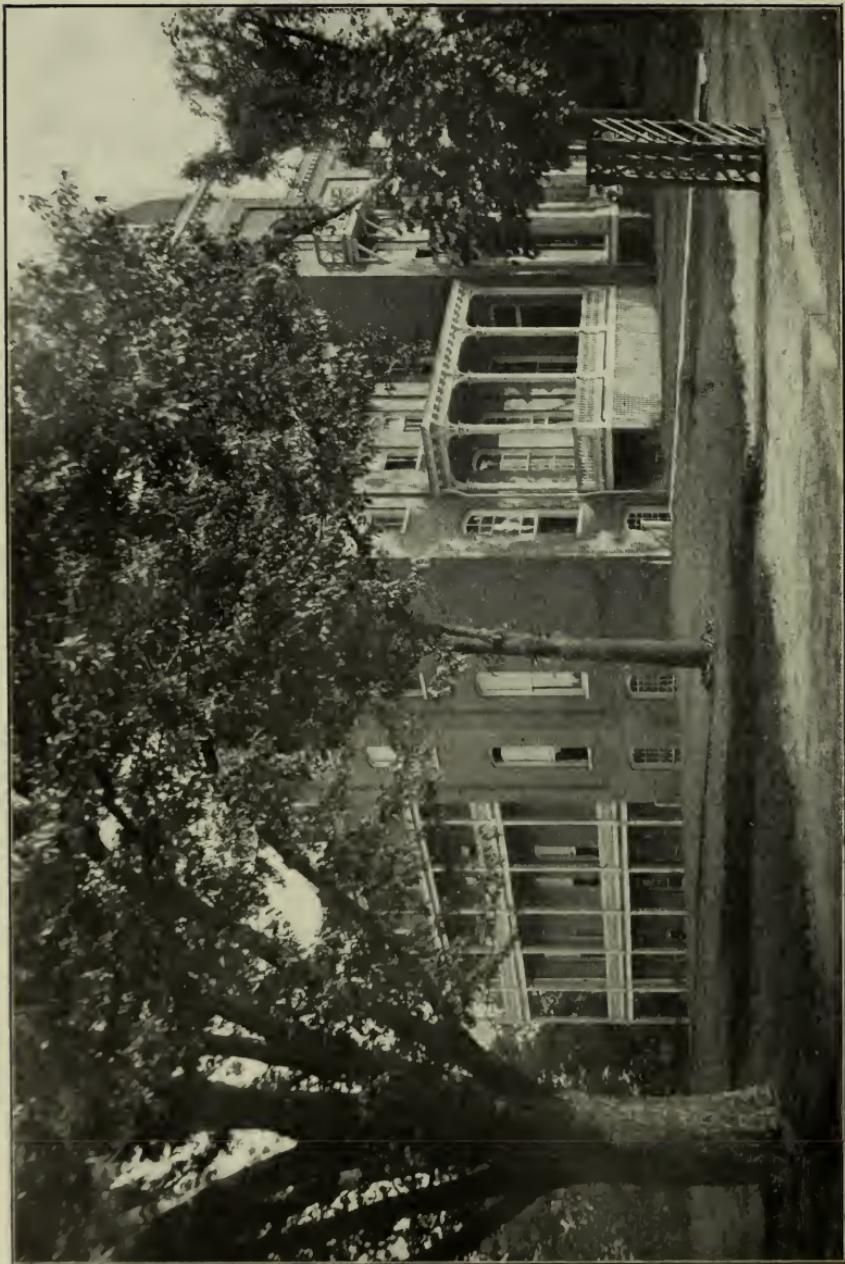
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